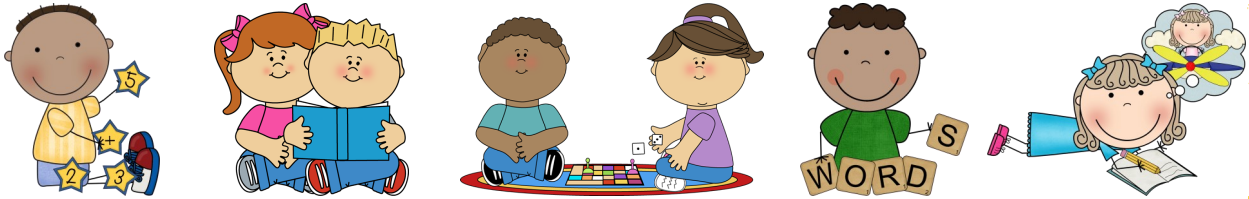


Homework Overview



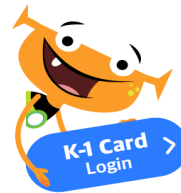
- Keep the Homework Folder **AT HOME**.
- Word Sorts and a Poem of the Week will be sent home each Friday.
 - Students will cut out and sort words at home. Keep words in the word study envelope (provided). Discard words at the end of the week.
 - Students will glue the poem into their Homework Folder to practice as assigned each night and reread as often as they would like.
- Keep the Monthly Log and Word Study envelope in the left pocket of the Homework Folder during the month. Check off nightly tasks and sign.
- Sight Word Board games (Checkers, Chutes and Ladders, Connect 4 Phrases) are copied on construction paper. **KEEP** these in the right pocket for **REUSE** each week. New sight word games will be sent home approximately every 8 weeks.
- Lexia provides a technology based, differentiated literacy instruction in game-like environment (see enclosed parent letter for more details). Students should use Lexia 20 minutes at home each week.
 - If you do not have a device or internet access, one option would be to visit the public library one night or on the weekend to check out books and use their computers. If that is not feasible, student may read books and poetry; circle the Alternate Reading choice on the homework log.
- iReady Math provides a technology based, differentiated math instruction in game-like environment (see enclosed parent letter for more details).
 - If you do not have access to technology at home or the library, student may complete the Alternate Printable Math games attached to the monthly Homework Log. Compete 1 game page each week. Students using iReady Math at home may discard these, or complete them as extra work.
- Life Happens... if students are ill or your family life is simply busy one week-night, make up the homework and check it off on another night.
- Check work as it comes home. Have student correct letter and number reversals. Talk through and review missed problems.
- **Place the Monthly Homework Log, Writing Pages, and Printed Math games (if used) in your child's RED DAILY FOLDER on the Due Date noted on the Monthly Log and return to school. Keep Homework Folder and resources at home.**

Website Overview

LexiaCore5: Used at school and at home.



iReady Math: Used at school and at home.



SpellingCity: Used at school. Students may use at home for extra practice if they would like to. There are tons of activities! The only one NOT ALLOWED at home IS SPELLING-TEST-ME.



AR (Accelerated Reader/STAR): Used at school only.



CLEVER: This is the student portal through which they can log in to classroom apps.

Timed 3-S Sort Directions

Place your heading cards across the top. Put your word cards in a stack. Have an adult start a timer showing minutes and seconds. Draw one card at a time, then....



1 - Say it:

cat

2 - Spell it:

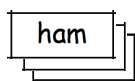
c-a-t

3 - Sort it (read aloud the heading of the pattern the word matches... then place the card underneath that heading).

- at

✓ Check it!

(When you have sorted all words, **read each heading and list aloud**. Do the words look right (spelled the same) and sound right (make the same sound)? If you find a mistake, fix it. **STOP the Time after checking**. Adult records time. Note: Your time will likely be 5-7 minutes the first try and less than 2 by the end of the week. You should get faster each night.



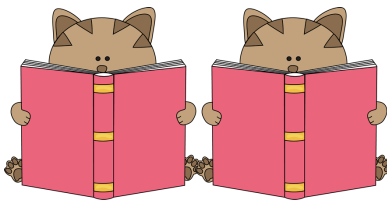
Shuffle your words.



Repeat if you need more practice.

Partner Reading At Home!

You (or another adult caregiver) get to be your child's "Lucky Listener!" Lucky Listeners practice reading with and listen to students reading. Poetry is a great way to improve reading expression, meaning students are working toward reading accurately with a story voice and appropriate pacing (no robot or racecar reading)! Repeated practice with poems and other familiar texts helps students build word recognition, decoding, fluency, expression, and comprehension. Partner Reading provides a reading model for students, supports their use of reading strategies as they read, and helps build positive dispositions toward reading. You can partner read with poems, stories, or any text! Here are ways to read together:



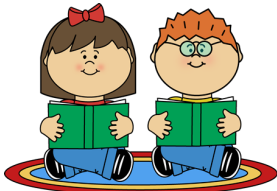
Echo Read: The model reader (adult) reads a line or verse, the student copycats and reads the same line or verse.



Choral Read: Put your voices together and read aloud at the same time.



SeeSaw Read: The first reader reads a line/verse and the second reader reads the next line/verse. Read again, switching who starts.



Take Turns Reading: Take turns being the Lucky Listener! Adult reads the entire poem/story; the student reads the entire poem/story.



Share the Pages: One partner reads a page, then the other partner reads a page.

Reading at Home

Purpose

To build fluency, comprehension, word-solving and a love for reading in a supportive, loving environment using text at an independent-level.

Guidelines

- ✔ Sit next to your child while s/he reads so you can see the words & illustrations.
- ✔ Emergent Readers should point to the **FIRST LETTER** of each word; Transitional Readers track with their eyes.
- ✔ Unplug... give your child your full attention as you support and compliment.

Parents, please make a point to...

support & Compliment

Word-Solving

When an error is made **WAIT** to give your child a chance to work on it **independently**.

When you are certain they are going to keep going, stop them saying something like, "Try that again," or "Make it match."

Comprehension

Ask questions that invite recall **AND** thinking, such as, "Why do you think __ happened?" or "What do you think __ means?" Urge re-reading to build comprehension as needed.

Fluency

Model expressive reading & have your child echo read. Encourage just-right pacing (not too fast, not too slow). Demonstrate how to attend to the punctuation (pausing at the end of sentences, adding expression based on the punctuation mark).

word-solving

- ✔ You used the first letter & checked the picture!!
- ✔ You tried more than one strategy on your own!!
- ✔ Nice job trying a different vowel sound!!
- ✔ Super work making your eyes go through the beginning, middle & end of that word!
- ✔ Lovely job sticking with it to work on solving!

comprehension

- ✔ You are self-monitoring & working on it when it does not make sense!
- ✔ Your expression is showing that you understand what you're reading.
- ✔ Wonderful job stopping to think about the text instead of reading to just get to the next page!
- ✔ You remember the details beautifully!

fluency

- ✔ You sounded just like the character would sound!
- ✔ I could hear you take a break after the punctuation marks!
- ✔ You are reading in phrases, not word-by-word!
- ✔ Your speed is just right! Not too fast or too slow!

Word Solving Strategies

Ways to Take Action & Solve Words

ALWAYS...


- Make Sense
- Sound Right
- Look Right

Eagle Eye




Look at the picture.
Think "what is in the picture that starts with the beginning letter?"

Lips the Fish




Get your mouth ready!
Say the beginning sound.

Stretchy Snake




Slowly stretch each letter sound to make the word.
ship = sh || p

Ghunky Monkey




Break the word into chunks you already know.
mat
flat
splatter

Tryin' Lion




Try to re-read the sentence.
Think "what makes sense?"

Skippy Frog




Skip the tricky word.
Read to the end.
Go back & try it again.

Flippy Dolphin



Flip the vowel sound.
Try the long & short sounds.

Careful Gaterpillar



Carefully read the whole word.
Think about all the word parts.
Think about what makes sense.

©2013 Growing FIRSTIES

★ READ Like A

S **T** **A** **R**

Study Think Ask Respond

Fluent Reading is...

- ☉ phrased like talk
- ☉ full of meaningful expression
- ☉ paused at punctuation
- ☉ not too fast or too slow...pace is JUST RIGHT

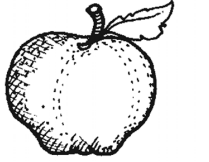

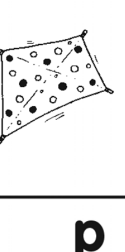

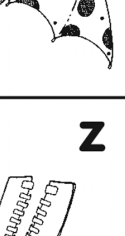




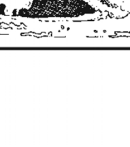









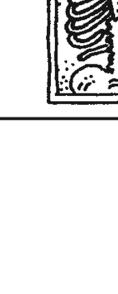

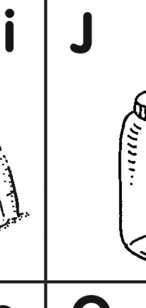


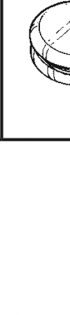

ALWAYS
LOOK
Right

ALWAYS
sound
Right

ALWAYS
Make
sense

Be A Self-Monitor!

Alphabet Chart

A a 	B b 	C c 	D d 	E e 
F f 	G g 	H h 	I i 	J j 
K k 	L l 	M m 	N n 	O o 
P p 	Q q 	R r 	S s 	T t 
U u 	V v 	W w 	X x 	Y y 
Z z 				



Numbers 0-120



0									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Double Ten Frame Workmat

Fact Family Activity Mat

Whole

Part

Part

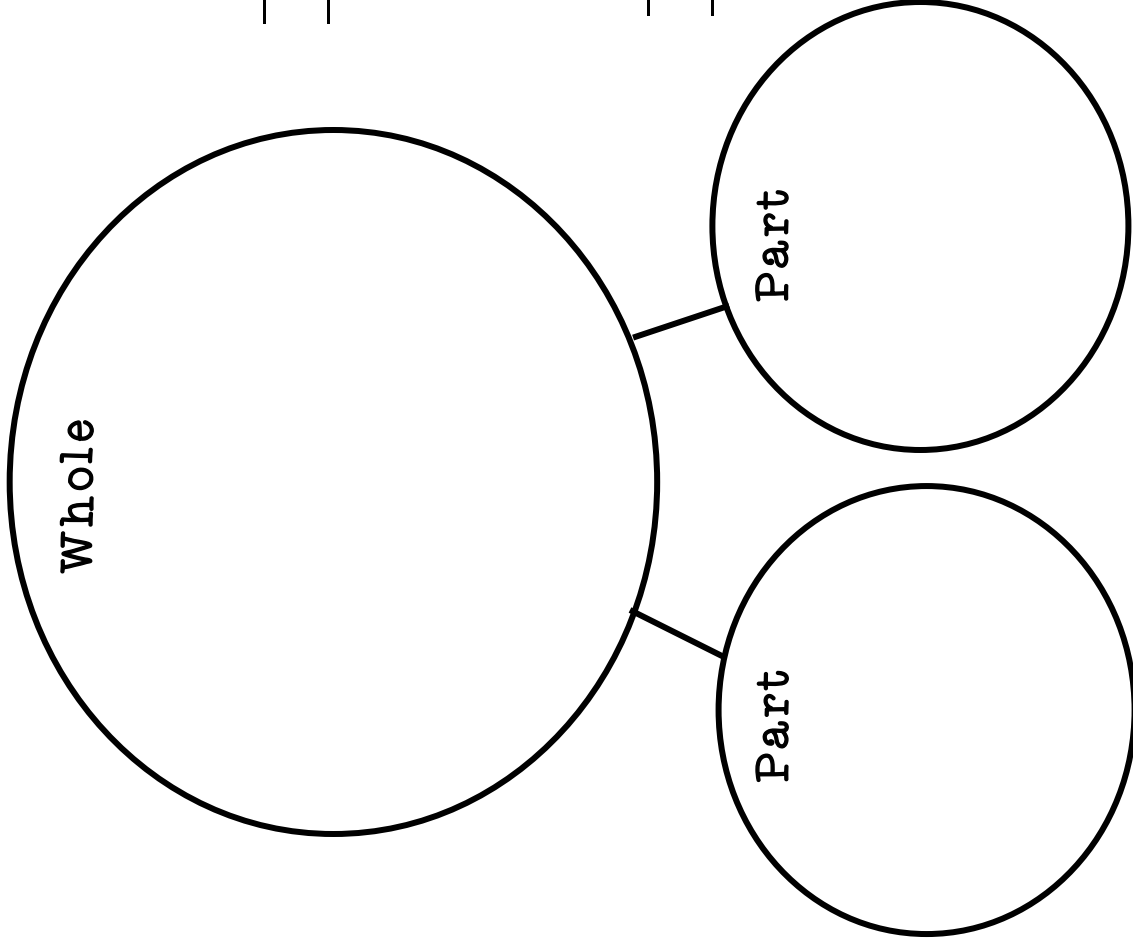
$$\begin{array}{c} \square \\ \text{Part} \end{array} + \begin{array}{c} \square \\ \text{Part} \end{array} = \begin{array}{c} \square \\ \text{Whole} \end{array}$$

$$\begin{array}{c} \square \\ \text{Whole} \end{array} - \begin{array}{c} \square \\ \text{Part} \end{array} = \begin{array}{c} \square \\ \text{Part} \end{array}$$

$$\begin{array}{c} \square \\ \text{Part} \end{array} + \begin{array}{c} \square \\ \text{Part} \end{array} = \begin{array}{c} \square \\ \text{Whole} \end{array}$$

$$\begin{array}{c} \square \\ \text{Whole} \end{array} - \begin{array}{c} \square \\ \text{Part} \end{array} = \begin{array}{c} \square \\ \text{Part} \end{array}$$

My Number Bond Mat

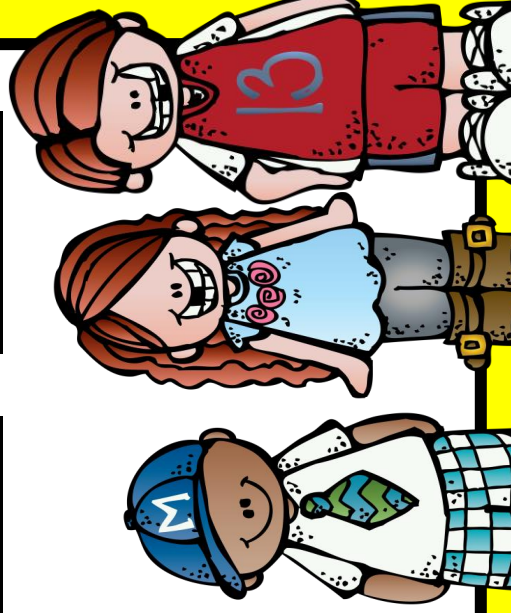


Addition
Part + Part = Whole

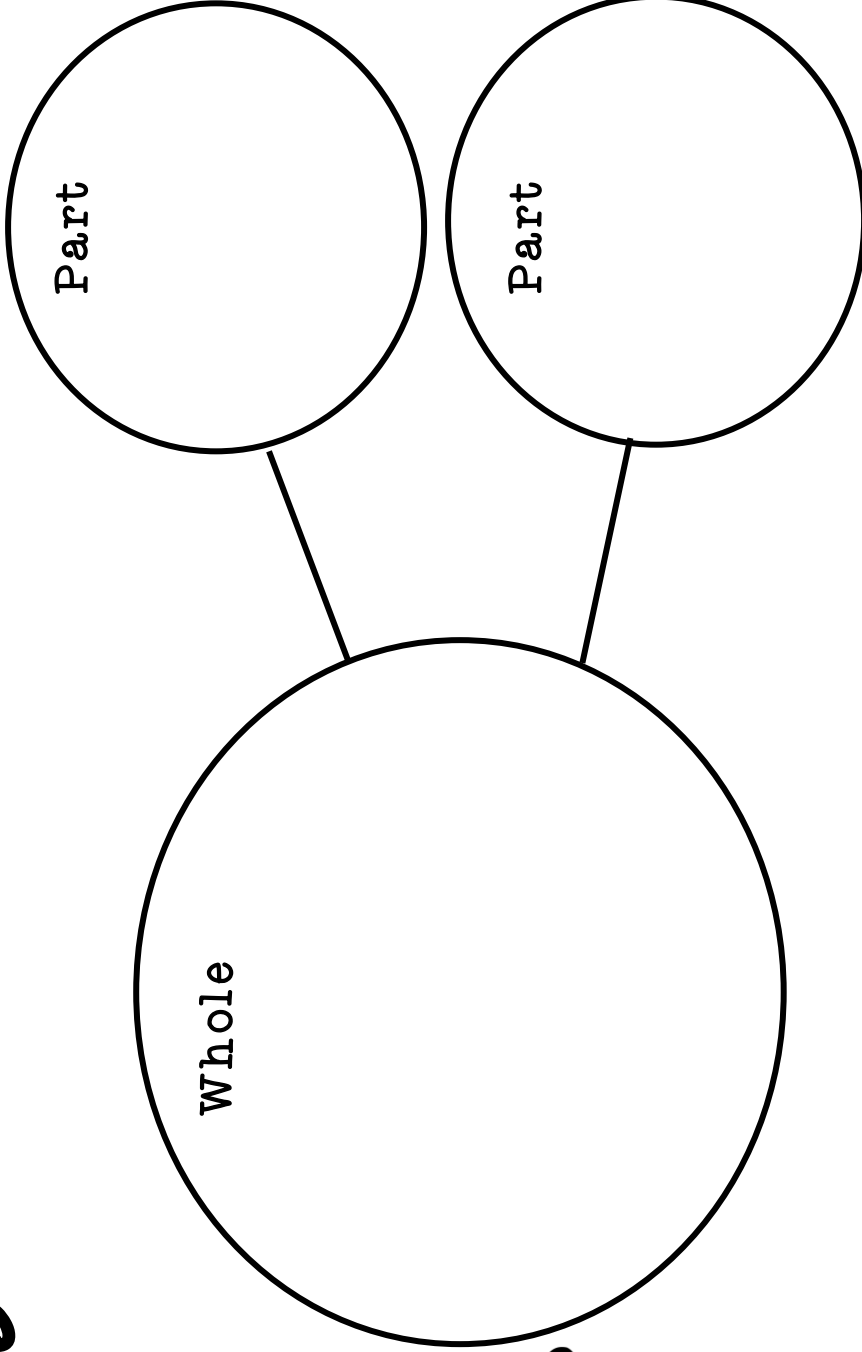
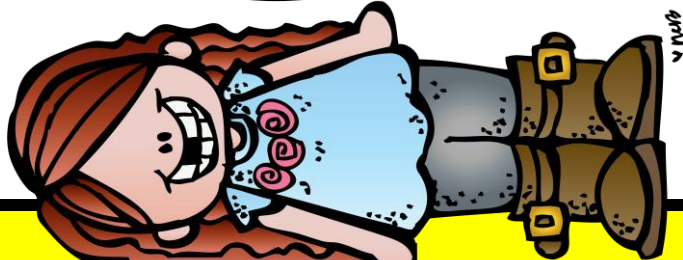
$$\begin{array}{r} _ \\ + _ \\ \hline = _ \\ _ \\ + _ \\ \hline = _ \end{array}$$

Subtraction
Whole - Part = Part

$$\begin{array}{r} _ \\ - _ \\ \hline = _ \\ _ \\ - _ \\ \hline = _ \end{array}$$



My Number Bond Mat



Addition

Part + Part = Whole

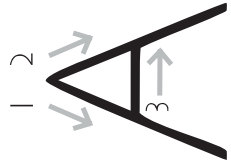
$$\begin{array}{l} + \quad \underline{\quad} = \underline{\quad} \\ + \quad \underline{\quad} = \underline{\quad} \end{array}$$

Subtraction

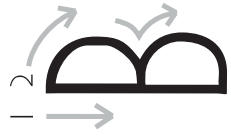
Whole - Part = Part

$$\begin{array}{l} - \quad \underline{\quad} = \underline{\quad} \\ - \quad \underline{\quad} = \underline{\quad} \end{array}$$

Handwriting Without Tears®



Big line
Big line
Little line



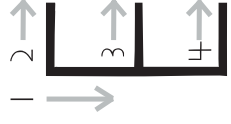
Big line
Little curve
Little curve



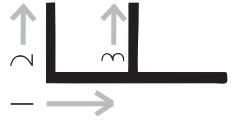
Big C curve



Big line
Big curve



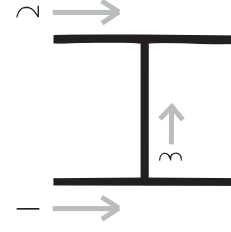
Big line
Little line
Little line
Little line



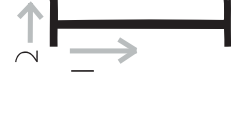
Big line
Little line
Little line



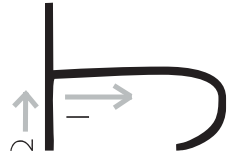
Big curve
Little line
Little line



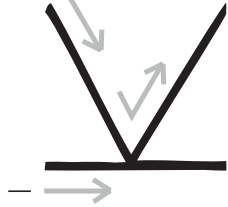
Big line
Big line
Little line



Big line
Little line
Little line



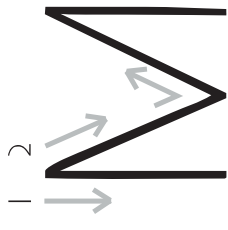
Big line
Turn
Little line



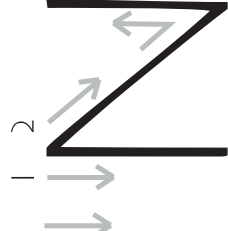
Big line
Little line
Little line



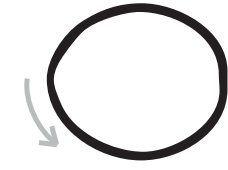
Big line
Little line



Big line
Big line
Big line
Big line



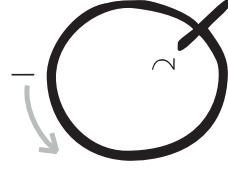
Big line
Big line
Big line



Big C curve
Keep going
Little line



Big line
Big line
Little curve



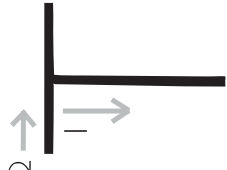
Big C curve
Keep going
Little line



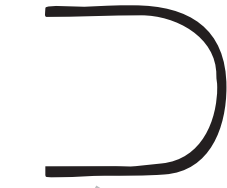
Big line
Little curve
Little line



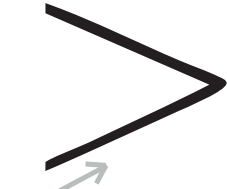
Little curve
Turn
Little curve



Big line
Little line



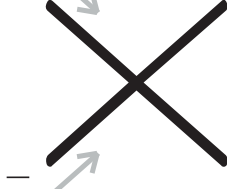
Big line
Turn
Big line



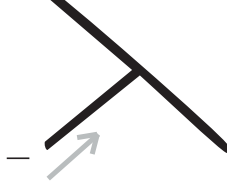
Big line
Big line



Big line
Big line
Big line
Big line



Big line
Big line



Little line
Big line



Little line
Big line
Little line

Handwriting Without Tears®

1 starts in the starting corner.
1 makes a big line down.
1 stops in the corner.

5 starts in the starting corner.
5 makes a little line down to the middle. It starts to rain.
5 makes a little curve around.
5 puts a little line on top to stop the rain.

4 starts in the starting corner.
4 makes a little line down to the middle.
4 walks across the dark night.
4 jumps to the top and says, "I did it." (big line down)

3 starts in the starting corner.
3 makes a little curve to the middle.
3 makes another little curve to the bottom corner.

2 starts in the starting corner.
2 makes a big curve.
2 stops in the corner.
2 walks away on the bottom.

1 starts in the starting corner.
1 makes a big line down.
1 stops in the corner.

10 uses two places.
1 comes first.
0 is next.
0 starts at the top center.
10 is finished.

9 is so special.
9 has its own corner.
9 makes a little curve.
9 goes up to the corner.
9 makes a big line down.

8 is different.
8 doesn't like corners.
8 starts at the top center.
8 begins with S and then says, "I want to go home."

7 starts in the starting corner.
7 makes a little line across the top.
7 says, "I better slide down."

b starts in the starting corner.
b is a baby bear.
b goes down to curl up in the corner.
b is hibernating.

Handwriting Without Tears®

Magic c up like a bump back down bump

dive down swim up and over around bump

Magic c

Magic c up like a up higher back down bump

start hit the ball 2 run the bases 3 stop

down cross

Magic c up like a bump back down turn

dive down swim up and over down

down

down turn

down bump the line kick! slide away

down bump the line

start with n swim up and over m has two humps down

dive down swim up and over n has one hump down

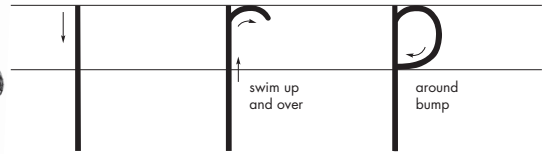
Handwriting Without Tears®



Magic c

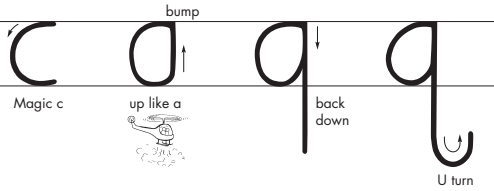
keep on going

stop



swim up and over

around bump



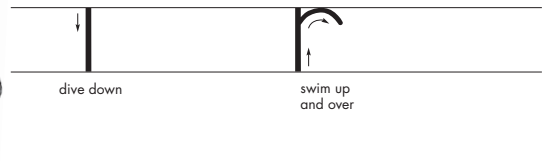
Magic c



up like a

back down

U turn

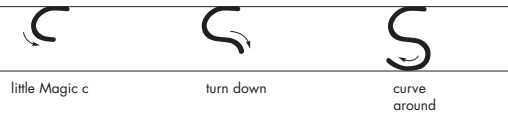


dive down

swim up and over



little Magic c



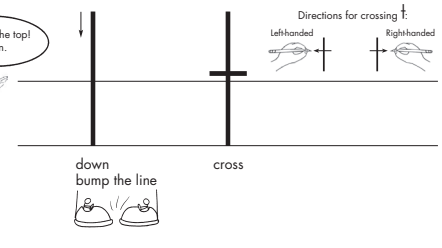
little Magic c

turn down

curve around



Start at the top!
Go down.



Directions for crossing t:
Left-handed Right-handed



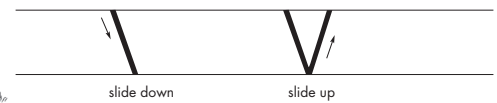
down bump the line

cross



down, travel, up

back down



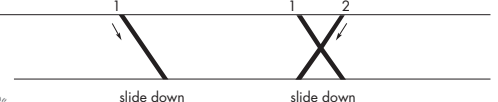
slide down

slide up



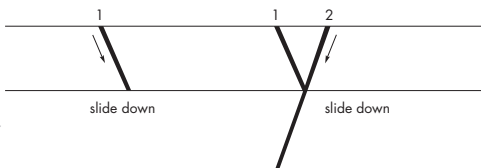
slide down and up

down and up



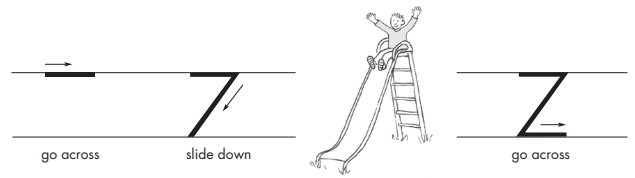
slide down

slide down



slide down

slide down



go across

slide down

go across

HOW TO MAKE Spelling FUN!

- Look at the word, say the word, try to memorize the letters in the word, write the word from memory, and check to see if you are right.
 - **Use magnetic letters on a refrigerator or cake pan to spell words.**
 - Spell words with glue and sprinkle glitter on them or use glitter pens.
 - **Cut out letters from a newspaper or magazine to spell words.**
 - Make spelling flash cards – write words on index cards and cut the letters apart to spell.
 - **Call out spelling words in the car.**
 - Take a pre-test on Monday to see what words to work on. Don't forget to review the known words too!
 - **Mnemonic Devices – Come up with a saying to remember words – For example: tail – The apple is light.**
 - Use scrapbook foam letters as a fun tool to study with.
 - **Write spelling words in bubble letters or another fun way.**
 - Use ABC Cookie Cutters and play-dough to cut out letters to spell words
 - **Paint spelling words.**
 - Use shaving cream to write spelling words.
 - **Write words in sand.**
 - Use letter beads from a craft store to write your spelling words (You could even put them on a string, or a screw, which is a great motor skill!)
 - **Put letters on Legos, rocks, popsicle sticks, or bottle caps, and put them together to spell your words.**
 - Got a Magna Doodle? Write your spelling words on it!
 - **Use Scrabble tiles (add up the points for each word to practice math skills)**
- SpellingCity.com – This site has tons of fun games to play using spelling words.

BUILDING Math Skills At HOME

Here are some simple things that you can do at home to help your child with math.

- Play board games as a family! Many of them encourage math development. Yahtzee (basic addition), Connect Four (problem solving), Card Games (basic addition and subtraction and ordering numbers), Candy Land (make your own game cards and use math facts instead of colors), Monopoly (money), and Battleship (coordinate graphs) are just a few to mention.
- Talk about the calendar with your child. Look forward to and countdown to special events such as vacations, birthdays, and holidays. Count the weeks and days to an event, and determine which day it will fall on.
- Help your child learn to count money by playing store with them. Use real coins and dollar bills.
- Use an empty egg carton as a counting tool to practice addition and subtraction skills up to 10. Simply place objects in the slots, and use the empty slots to count up to/from 10.
- Be on the lookout for shapes. Discuss the shapes you see. For a challenge, ask your child how many sides the shape has. (Example: A triangle has three sides. Two triangles would have six sides.)
- Help your child develop time skills by incorporating the clock into their schedule. At home, create a bedtime schedule (Example: Brush Teeth at 8:00; Bedtime story at 8:10; Bed at 8:30). Create a poster with the schedule, and hang it in your child's bedroom. Begin with easy times (7:00), and gradually progress to more difficult times (7:30 and 7:45).
- Involve your child in activities at home that use measurement such as picture framing and home improvement projects.
- Bake with your child. Have them read recipes and measure ingredients.
- Develop an understanding of fractions when eating or making a pizza by discussing how many slices there are, and what fraction of the pizza they are eating.

BUILDING A Reader At HOME

Explore Books!

Give your child an opportunity to explore books. **Visiting a library or bookstore** gives your child a chance to find topics and books that interest them.

Read, Read, Read!

Make sure to read for at least **30 minutes per day!** Children can read independently, aloud to an adult, or back and forth with a partner.

Ask Questions!

- Predictions
- Characters
- Main Idea
- Problem
- Solution
- Retell Story
- Genre
- Moral

Make it Fun!

Reading shouldn't be a chore. Intentionally read with your child/discuss books but also research topics and do book activities together.

Be an Example!

Children learn by example, so **let your child see you read** whether it be a book, newspaper, cookbook, etc.

Pick Good Fit Books!

A book that is a good match for your child should meet the following requirements:

- Purpose for reading
- Interest
- Can they understand what they are reading? Can they retell the story?
- Do they know most of the words?

For Beginning Readers:

- Point out and read words in natural settings – stores, streets, etc.
 - Memorize sight words
 - Visualize the story in your head
 - Ask questions before, during, and after
- Don't immediately tell an unknown word to your child.** Instead, ask them to:
- Sound out the word
 - Break the word into parts
 - Try a different vowel sound (long/short)
 - Use illustrations for clues
- Skip the word, re-read sentence, and go back – what word would make sense?

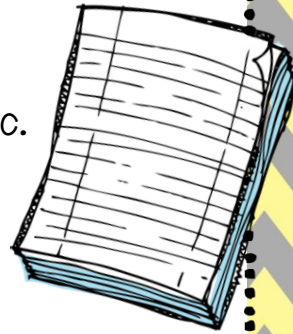
For Advanced Readers:

- Notice interesting, new vocabulary words, and make it a challenge to use them in conversation
- Read with expression
- Explore non-fiction books and their text features (diagrams, table of contents, etc.) along with other genres as well
- Compare and contrast books
- Discuss connections to literature
- Think of new titles for books
- Explore multiple books from the same author

Building Writing Skills

Beginning

- Write from left to right with letters touching writing lines
- Place spaces between words – Use a finger, popsicle stick, etc.
- Use uppercase and lowercase letters
- Use a capital letter at the beginning of a sentence
- Use punctuation at the end of a sentence
- Use drawing, guided writing, and dictating to write
- Use letter/sound knowledge, sight words, and word walls to write simple words
- Write correct beginning and ending consonant sounds
- Understand there are different types of writing (lists, letters, etc.)



Intermediate

- Consistently use correct, basic capitalization and punctuation
- Write in complete sentences
- Write correct beginning, middle, and ending sounds
- Use and spell sight words correctly
- Be able to read own writing to share with others
- Organize sentences based upon one topic
- Plan Stories (brainstorm, list, graphic organizer)
- Create and publish a variety of writings (stories, lists, letters, etc.)
- Begin to use voice, audience, and purpose in writing

Advanced

- Continues to use sight words and additional grade level words correctly
- Consistently use correct capitalization, punctuation, sentence structure, tense, and subject/verb agreement
- Organize writing with beginning, middle, and ending
- Choose main topic to write about
- Add details to support main idea
- Use paragraphs
- Begin to use transitions (First, Second, Third, Last, Next, etc.)
- Use editing tools (dictionary, partner) to revise first draft
- Produce a variety of writings (poems, stories, letters, personal narratives)
- Follows the writing process

Writing At Home

- Write letters and cards to family members and friends, and encourage them to write back!
- Encourage your child to write stories about their favorite things.
- Keep a journal of Summer activities.
- Read comics in the newspaper and let your child create their own.
- Create a newspaper and write articles about weekly activities.
- Use fun writing tools such as markers, gel pens, crayons, pencils, etc.
- Let your child create a shopping list before going to the store.
- Gather kids in the neighborhood to write a play.
- Advanced readers and writers might enjoy Mad Libs, while parents could create their own version of Mad Libs for beginning readers and writers.
- Take turns writing back and forth to your child! Leave a note by their bed or in their lunchbox.
- Play word games such as Wheel of Fortune and Hangman. Hangman is an especially great way to pass time in a doctor's office or restaurant!
- Have a place in your home where you display your child's writing!
- Encourage your child to plan their writing and revise drafts before publishing!
- Publish your child's writing! Not only does it make them feel special, but it also makes a wonderful keepsake. StoryJumper.com allows you to order hardcover books of your child's writing! You could also use programs such as Microsoft Photo Story to publish a digital version of their book! Simply scan in your child's drawings and record them reading their story. Publish and you can immediately send it to family and friends or burn to a disc to watch on television!



Sight Words



I should be able to read these words automatically and spell correctly too!



LEVEL A	LEVEL B	LEVEL C	LEVEL D
am	dad	and	day
at	he	are	down
can	in	come	into
go	it	for	looking
is	look	got	she
like	mom	here	they
me	my	not	went
see	on	play	where
the	up	said	will
to	we	you	your



LEVEL E	LEVEL F	LEVEL G,H,I: SET 1	LEVEL G,H,I: SET 1
all	came	didn't	didn't
away	have	don't	don't
back	help	eat	eat
big	next	from	from
here	now	give	give
over	one	good	good
this	some	make	make
want	then	of	of
who	was	out	out
with	what	saw	saw
		were	were
		when	when